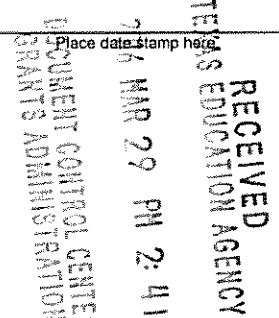


**Texas Education Agency  
Standard Application System (SAS)**

**2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1**

<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here.
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494</div>	
<b>Contact information:</b>	21stCentury@tea.texas.gov	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #		Amendment #
Waco ISD	161914		
Vendor ID #	ESC Region #		DUNS #
74-6002532	12		075123661
Mailing address		City	State      ZIP Code
501 Franklin Ave		Waco	TX      76703-0027
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Dr. Robin		McDurham	Asst. Superintendent of Secondary Education
Telephone #	Email address		FAX #
254-755-9601	robin.mcdurham@wacoisd.org		254-750-3457
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Sharla	J	Garcia	Coordinator – Grants Management Department
Telephone #	Email address		FAX #
254-710-9230	sharla.garcia@wacoisd.org		254-750-3457

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Dr. Bonny		Cain	Superintendent
Telephone #		Email address	FAX #
254-755-9421		bonny.cain@wacoisd.org	254-755-9690

Signature (blue ink preferred)

Date signed

March 22, 2016

*Only the legally responsible party may sign this application.*

**701-16-102-126**

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 161914	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

**NOT APPLICABLE – no shared services**

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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On this date:

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

***"There is no shortcut to achievement. Life requires thorough preparation..."***

***– George Washington (G.W.) Carver***

G. W. Carver Middle School firmly believes that grant funding for a 21<sup>st</sup> Century Community Learning Center will provide students with the resources necessary to expand school day learning, accelerate academic progress, and ultimately raise their achievement; likewise, increased opportunities for meaningful family engagement activities will strengthen the students' support system. The Afterschool Alliance's research states that: "over time, the multiple benefits of participation in afterschool programs has become apparent" (Afterschool Alliance, 2004, Updated 2008). The Alliance goes on to report strong supporting evidence that out-of-school time learning programs successfully address the needs of students who lag behind academically. The Harvard Family Research Project advocates for afterschool programs with strong family engagement components, asserting that students with parents actively involved in their education perform higher than their cohorts whose parents are not involved (Harvard Family Research Project; Overview of Family Involvement). Sound research affirms that high-quality, comprehensive afterschool programs yield numerous benefits: students gain exposure to a wide range of enrichment activities; school day curriculum is reinforced and supplemented through creative learning; and increased parental involvement correlates to increased student performance.

In January 2016, the Waco ISD Board of Trustees created Community Transformation Committees within the district as a mechanism to involve parents, families, and community stakeholders in the process of addressing interventions for campuses that do not meet state accountability measures. G. W. Carver Middle School (CMS) is in Stage 3 of Improvement Required status after repeated failures on state accountability measures. The students and families who populate the CMS campus and its surrounding neighborhood clearly have multiple areas of need. Detailed in Schedule 12, the demographic data portrays a community with over 95% of the students economically disadvantaged (60% higher than the state average) and a mobility rate of 26.6% (more than twice than that of the state average).

By the time the Texas 21<sup>st</sup> Century – Cycle 9 request for applications was released, the Carver Community Transformation Committee (Carver CTC) was already well underway. Two meetings brought together families (each with over 100 parents attending), business leaders, and other stakeholders who participated in conversations that identified barriers to success and proposed strategies to address those barriers. Additionally, campus leadership, students, teachers, and parents provided feedback through interest surveys prior to the grant writing process.

One of the strongest assets within the Carver community is the Doris Miller YMCA. Named after a Waco WWII hero, this agency is a focal point for youth activities. Well-known and highly respected within the community, partnering with the YMCA was clearly a strong initiative. Through a series of over twenty meetings with the grant writing team (consisting of representatives from campus leadership, the Grants Management Department, & the YMCA), the Carver ACE program formed through a series of collaborative actions – information/data assessment; identification of service gaps; noting of community assets; prioritization of needs; outlining of strategies; and the subsequent planning of activities. Frequently referencing the results of the student/parent surveys throughout the process ensured that their voice was valued and included in the process. Development of each phase of the program centered around the grant's purpose of providing academic activities to support school day curriculum for students who are most at risk for academic failure; providing an array of enrichment activities; and providing literacy and related educational opportunities for parents and families.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Carver ACE program will offer high-quality activities that target positive growth in the levels of academic achievement, promotion, attendance, school climate & behavior, and enrichment opportunities that reinforce school day learning. Activities will be balanced across the Texas ACE Blueprint's Four-Component Activity Guide (examples in parentheses): Academic Assistance (Reading club, homework assistance, tutoring); Enrichment (Gardening, cooking, nutrition), Family & Parental Support Services (GED classes, parenting classes), and College & Workforce Readiness (College tours, SAT/ACT prep). Some of the activities will expand on existing/similar services (homework assistance, tutoring), while others have never been offered (Cooking/nutrition, college tours). Careful planning and frequent communication between grant staff, campus leadership, and families will avoid duplication of services. All activities were budgeted based upon estimates using historical patterns and current fair market value.

A fundamental aspect of the program's success is rooted in hiring qualified staff who can relate to the students and families. The District's Grant Management Department (GMD) have extensive experience working with grants. They understand the importance of ensuring fidelity to the grant, and will oversee the hiring process. Staff are budgeted according to the District's salary structure and pay grades, including fringe benefits. An ample, but reasonable amount for general supplies and other allowable operating expenses was allotted. The Project Director (PD) will provide primary oversight of the program, with the GMD and the Principal serving as sources of support and accountability. The PD will also serve on the Community Advisory Council (CAC), providing an invaluable external perspective on the program. Multiple layers are in place to perform the primary grant management tasks of assessing progress toward goals, reviewing lesson plans and student data, and making & communicating adjustments as needed.

Measurable objectives and milestones allow for precise evaluation and ongoing monitoring of grant goals and objectives. Attendance & discipline reports, promotion rates, testing results, and pre-surveys will be used as baseline data. Subsequent information will be compared in order to chart progress toward goals. Findings will be communicated through various means, such as the CAC, Carver ACE newsletters, and the campus website.

During the grant writing process, all statutory and mandatory TEA requirements were carefully reviewed, with specific attention given to questions associated with each requirement. Through collaborative planning meetings, the information was gathered to address each requirement. In some instances, follow-up conversations were required for clarification. A draft of the grant application was reviewed by multiple individuals across agencies to ensure the Carver ACE program plan and the grant application demonstrated a thorough explanation and response to each requirement.

Developing a successful sustainability plan has been a key focus of the District from the beginning of this process. The Board of Trustees committed to fully fund the Carver ACE program for a minimum of three years after grant funding ends; however, we anticipate pursuing and securing other funding streams. One example of a potential source of revenue is to have the campus licensed as a daycare facility in order to receive childcare reimbursements; this has been a highly successful model in other afterschool programs within the District. Additionally, the Transformation Committee initiative provides a forum for hearing concerns, ideas, and (most importantly) for generating creative ideas about how a community-wide collaboration can provide long-term support to Carver and its students.

The Carver community not only has a rich heritage, but it also has many reasons to be hopeful: it's home to the WWII hero Doris Miller, a cook who was awarded the Purple Heart for manning a machine gun during the Japanese attack on Pearl Harbor; the current Principal attended Carver himself, and in less than two years has overseen the reduction of disciplinary reports by half; Carver's One Act Play was runner up in UIL competition; for the first time there is a Student Council on campus; and several community organizations demonstrate sustained investment with Carver (Baylor Men's Tennis team, Carver Park Baptist Church, & the Carver Park Neighborhood Association).

G. W. Carver Middle School and Waco ISD will work diligently to oversee all aspects of 21<sup>st</sup> Century programming through the systems and processes described above. We are dedicated to ensuring that program goals remain aligned with campus goals, and committed to meeting students' and family's needs in an effort to thoroughly prepare them to achieve and succeed in life.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 161914			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$188,072		\$188,072
Schedule #8	Professional and Contracted Services (6200)	6200	\$16,060		\$16,060
Schedule #9	Supplies and Materials (6300)	6300	\$15,800		\$15,800
Schedule #10	Other Operating Costs (6400)	6400	\$23,626		\$23,626
Schedule #11	Capital Outlay (6600)	6600			
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$243,558		\$243,558
Percentage% indirect costs (see note):			N/A	\$12,819	\$12,819
Grand total of budgeted costs (add all entries in each column):			<b>\$243,558</b>	<b>\$12,819</b>	<b>\$256,377</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements				
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$256,377
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$12,819

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 161914		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Teacher			
2 Educational aide			
3 Tutor			
<b>Program Management and Administration</b>			
4 Project director (required)	1		\$58,000
5 Site coordinator (required) <b>NOTE: Not required when</b>	<b>applying for</b>	<b>one center</b>	
6 Family engagement specialist (required)	1		\$48,500
7 Secretary/administrative assistant			
8 Data Entry Specialist	1		\$27,000
9 Grant accountant/bookkeeper			
10 Evaluator/evaluation specialist			
<b>Auxiliary</b>			
11 Counselor			
12 Social worker			
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13 ESC specialist/consultant			
14 ESC coordinator/manager/supervisor			
15 ESC support staff			
16 ESC other			
17 ESC other			
18 ESC other			
<b>Other Employee Positions</b>			
19 Afterschool Specialist		2	\$7,656
20 Support Specialist for Family Engagement (Childcare)		2	\$2,160
21			
22	<b>Subtotal employee costs:</b>		<b>\$143,316</b>
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112 Substitute pay			
24 6119 Professional staff extra-duty pay (EDR pay for Afterschool work)			\$14,300
25 6121 Support staff extra-duty pay (EDR for custodial work on Sat events)			\$683
26 6140 Employee benefits			\$29,773
27 61XX Tuition remission (IHEs only)			
28	<b>Subtotal substitute, extra-duty, benefits costs</b>		<b>\$44,756</b>
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$188,072</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 161914		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Partner agency services provided over all terms; Areas addressed include: leadership skills, life skills, self-esteem, academic support, college/workforce readiness, water safety, and computer literacy – student activity	\$8,860
2	Local service provider – Sustainable gardening, how to grow fresh produce, healthy eating and cooking – student activity	\$2,200
3	Local service provider – GED classes and testing - family and parental support activity	\$1,040
4	Local service provider – Increasing nutritional IQ; making low cost, healthy snacks for children – family and parental support activity	\$480
5	Local service provider – Educational opportunities including, but not limited to: physical fitness & exercise, budget & finance, and computer literacy skills	\$480
6	Local contracted services – Required program evaluation	\$3,000
7		
8		
9		
10		
11		
12		
13		
14		
b. Subtotal of professional and contracted services:		\$16,060
c. Remaining 6200—Professional and contracted services that do not require specific approval:		
(Sum of lines a, b, and c) Grand total		\$16,060

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 161914		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$15,800
<b>Grand total:</b>		<b>\$15,800</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #10— Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form	
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$3,900
6413	Stipends for non-employees other than those included in 6419	
6419	Non-employee costs for conferences. Requires authorization in writing.	
Subtotal other operating costs requiring specific approval:		\$3,900
Remaining 6400—Other operating costs that do not require specific approval:		\$19,726
<b>Grand total:</b>		<b>\$23,626</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 161914			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

**No expenses budgeted on Schedule #11 – Capital Outlay (6600)**

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:****473**

Category	Number	Percentage	Category	Percentage
African American	242	51.2%	Attendance rate	93.7%
Hispanic	209	44.2%	Annual dropout rate (Gr 9-12)	DNA
White	22	4.6%	Students taking the ACT and/or SAT	DNA
Asian	0	0%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	451	<b>95.3% See below</b>	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	86	18.2%	Students classified as "at risk" per Texas Education Code §29.081(d)	<b>87.7% See below</b>
Disciplinary placements	40	<b>8.5% See below</b>		

**Comments**

Other important challenges and considerations:

- **Economically disadvantaged:** The campus' economically disadvantaged population (**95.3%**) is higher than the district's population (**87.1%**) and *considerably* higher than the state's population (**58.8%**).
- **Disciplinary placements:** Carver's placements (**8.5%**) are more than double the percentage for the District placements (**3.8%**) and *almost six times* that of the state's placements (**1.5%**).
- **At-risk:** Carver's at-risk population (**87.7%**) is significantly higher than the district's rate of (**76.7%**) and alarmingly higher than the state's rate of (**51.2%**).

When considering the above data, one gains deeper insight into the challenges Carver Middle School faces. With that said, after recent changes in leadership, the campus has experienced improvements. For example, although the disciplinary placements rate reported is high when compared with the district/state, the previous year was **two times** the current rate of **8.5%**. Afterschool funding to support current school day efforts will increase opportunities for additional improvements (academic, parental involvement, etc.) at G. W. Carver Middle School.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	16	50.0%	No degree	4	12.5%
Hispanic	4	12.5%	Bachelor's degree	22	68.8%
White	12	37.5%	Masters degree	5	15.7%
Asian	0	0%	Doctorate	1	3.0%
1-5 years exp.	18	56.2%	Avg. salary, 1-5 years exp.	\$43,931	DNA
6-10 years exp.	6	18.8%	Avg. salary, 6-10 years exp.	\$47,203	DNA
11-20 years exp.	4	12.5%	Avg. salary, 11-20 years exp.	\$50,933	DNA
Over 20 yrs. exp.	4	12.5%	Avg. salary, over 20 years exp.	\$55,250	DNA

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								162	163	148					473
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>								162	163	148					473

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Carver Middle School (CMS) and Waco ISD (WISD) value instruction that engages all learners in a continuous improvement process. In applying this value broadly, there is an inherent imperative for educators and administrators to systematically and continuously engage in processes that continuously assess needs – with needs being defined as the gaps between “what is” and “what should be.”

As all 15 WISD elementary campuses now have afterschool programming, we are focusing on middle school for expanding activities and opportunities for academic achievement in core subjects, enrichment services that reinforce school day programs, and educational services to families of students. WISD identified the CMS campus as most appropriate to include in this proposal through a process of evaluating relative need levels in the areas of academic achievement, developmental vulnerabilities, community strengths, available resources, and family engagement.

Thoroughly assessing these gaps requires participation and input from faculty, staff, students, families, and community partners, and applies a disciplined set of procedures to determine the extent of the needs, to examine their nature and causes, and to set priorities for future action. Our assessment process is thus composed of three clusters of activities:

1) The first group of activities is comprised of agreeing upon the **purpose** of the process, discussing the **vision and scope** of the process, and **identifying the target group**. 2) Once this is accomplished, the second group of activities includes **identifying available sources** of information/data, **selecting tools & methods** of collecting that information, collecting the data, and **analyzing** it to determine strengths, weaknesses, and critical areas of need. 3) In the final group of activities, we prioritize the multiple needs, set measurable objectives, identify realistic available resources, chart a plan of action for selecting services that address the needs, and align those services to address and narrow the gaps.

The process of prioritizing the multiple needs identified in the assessment begins with the consistent belief that success is dependent on participation and support from everyone (faculty, staff, students, working families, community members) who holds a stake in the outcome. This is ensured by striving to maintain an inclusive culture, and operationalized by making certain that each area/group literally “has a place at the table” for the discussions.

Multiple needs were prioritized by creating a team of key personnel who gathered repeatedly (more than 20 times); this team included our partner from the beginning of the process. By engaging representatives from relevant sectors (campus, district, working families, and community agencies), we were able to more fully consider the spectrum of campus & community data, ideas, and concerns – resulting in a collaborative approach to program design and a clear picture of activities that would address the multiple needs.

We analyzed multiple recent data-heavy needs assessments of the school, the neighborhood, and community resources. Other data accessed included: STAAR results; demographic information (to highlight trends in subpopulation changes & achievement); attendance; discipline referrals; academic achievement; and feedback from working families. Additionally, we distributed surveys to students, teachers, and multiple working families to solicit, collect, and aggregate their input in this process. This information was critical in aligning the proposed activities with the identified needs.

Upon review, this collective data provided a full picture of factors contributing to achievement levels and, more importantly, how they might be improved. The multiple needs were further prioritized by taking into account the urgency, size, specificity, and scope of the needs relative to each other – as well as to the timeframe in which we propose to address them. After a series of discussions that included data and budgetary considerations, we came to consensus on a plan and budget designed to most effectively address the assessed needs. This final draft was shared widely before submission, and formalized into the final proposal described in this application.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improved academic achievement on District and State measures	<ul style="list-style-type: none"> <li>Improving students' retention by reiterating &amp; reinforcing the subject material from classroom lessons during afterschool sessions</li> <li>Allowing opportunities for collaboration between school faculty/staff and afterschool personnel will increase the rigor of instruction</li> <li>Expanding tutoring hours will increase learning</li> </ul>
2.	Increase efforts aimed at raising promotion rates	<ul style="list-style-type: none"> <li>Increasing learning time through the addition of afterschool activities will complement, expand, and enrich the depth of school day learning</li> <li>Obtaining data from afterschool programs will increase our ability to focus on data-driven instruction</li> <li>Adding summer programming aligned with school-year curriculum will reduce students' summer learning loss</li> </ul>
3.	Increased attendance rates	<ul style="list-style-type: none"> <li>Engaging working families enhances their understanding of/engagement in students' education</li> <li>Offering activities that are desirable to students will foster a greater incentive to attend more regularly</li> <li>Providing educational opportunities for families will increase families' presence at the campus</li> </ul>
4.	Continued improvement in school climate & behavior	<ul style="list-style-type: none"> <li>Implementing classes to teach student safety will improve the school environment</li> <li>Adding college/workforce components will provide goals &amp; motivation to remain positively engaged</li> <li>Providing anti-bullying &amp; character development curriculum will improve the climate of the campus</li> </ul>
5.	Increased enrichment opportunities that reinforce school day learning	<ul style="list-style-type: none"> <li>Expanding student activities will reinforce the information learned during the school day</li> <li>Increasing the curriculum alignment between school day lessons &amp; afterschool programs will reinforce the levels of retention and application of knowledge</li> <li>Adding STEM-related activities will enrich lessons</li> </ul>

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**Schedule #14—Management Plan**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's in Education, Social Work, or related field; Masters preferred; strong public relations, communication, and interpersonal skills; previous experience working with grant requirements, budgets, and reporting; supervisory experience preferred; bilingual preferred.
2.	Site Coordinator(s)	<b>Not required since we are only applying for one center.</b>
3.	Family Engagement Specialist	Bachelor's in Social Work or related field, Masters preferred; strong interpersonal and communication skills; familiarity with community and partners desired; experience in educational, social/family service setting; experience with diverse families; bilingual preferred.
4.	Campus Principal	Masters in Education, valid teaching certificate; ability to coordinate with afterschool staff to align activities with school day instruction; strong ability to relate to and engage diverse families.
5.	Grants Management Department	Proven experience managing federal and state grants with complex requirements; supervisory experience with grant-funded staff; familiarity with campus, community and school district; background or knowledge of best practices in education and social work preferred.
6.	YMCA Youth Development	Proven expertise in planning, designing, implementing, and evaluating youth programs; experience providing services for afterschool that are evidence-based and aligned with TEKS.
7.	Data Entry Specialist	Experience with data entry/systems required; ability to maintain an organized, detailed recordkeeping system & monitor all areas of documentation required by grant.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improved academic achievement on district and state measures	1. Expand tutoring hours for afterschool & summer programs	09/06/2016	07/21/2017
		2. Offer intergenerational mentoring w/ senior volunteers	10/03/2016	07/21/2017
		3. Provide group tutoring & homework help	09/06/2016	07/21/2017
		4. Increase opportunities to teach critical thinking skills	09/06/2016	07/21/2017
		5. Address learning loss during summer months	06/12/2017	07/21/2017
2.	Increase efforts aimed at raising promotion rates	1. Provide opportunities to explore college & workforce options	09/07/2016	06/01/2017
		2. Offer college tours to promote post-secondary education	09/07/2016	06/01/2017
		3. Expand mentoring hours to reach more students	09/06/2016	07/21/2017
		4. Provide SAT/ACT preparation classes	09/07/2016	06/01/2017
		5. Summer Reading Club will reduce learning loss	06/12/2017	07/21/2017
3.	Increased attendance rates	1. Offer GED classes for families	10/25/2016	12/08/2016
		2. Create & promote family resource center to families	09/06/2016	07/21/2017
		3. Offer opportunities to improve parenting skills	01/10/2016	02/16/2017
		4. Provide classes on physical fitness & nutrition of students	09/07/2016	06/01/2017
		5. Communicate regularly with families of most at-risk students	09/01/2016	07/31/2017
4.	Continued improvement in school climate & behavior	1. Offer character development opportunities for students	09/06/2016	07/21/2017
		2. Deliver anti-bullying curriculum to students	09/06/2016	07/21/2017
		3. Monthly Saturday events to engage community & families	09/06/2016	07/21/2017
		4. Promote program through Community Advisory Council	09/01/2016	07/31/2017
		5. Provide leadership development opportunities	09/06/2016	07/21/2017
5.	Increased enrichment opportunities that reinforce school day learning	1. Offer creative opportunities to engage student writing skills	09/06/2016	07/21/2017
		2. Increase highly qualified volunteers from community	09/06/2016	07/21/2017
		3. Engage math & science through music classes	09/06/2016	06/01/2017
		4. Provide STEM related enrichment activities	09/06/2016	07/20/2017
		5. Offer activities on cooking, nutrition, & gardening	09/07/2016	06/01/2017

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Multiple processes/procedures are used to acquire feedback/monitor progress. Key elements of those are listed below:

- **Texas Accountability & Intervention System (TAIS)** – Since Carver has been rated 'improvement required' in the state accountability system, the campus is required to use TAIS for collecting and analyzing data, developing an improvement plan, monitoring implementation, and continuously reassessing for improvement.
- **District-based Assessment testing** – Administered every six weeks; provide feedback around TEKS mastery
- **Weekly Campus-based Professional Development Community meetings (PLCs)** involve the Principal, administrative staff, and instructional staff sharing the most recent data and planning how to make adjustments.
- The district's **Grants Management Department (GMD)** – Provides grant administrative oversight; meets regularly with the PD to review grant goals/objectives and to discuss progress, as well as barriers to success; meets, as needed, with both the PD and Principal regarding specific grant related questions and concerns.

Regarding adjusting the plan for attaining goals/objectives and communicating those adjustments, each of the processes above include an element of assessing, adjusting, and communicating. Additional processes include:

- Adjustments to the existing plan executed by the **Project Director (PD)** require the consultation and approval of both the campus **Principal** and the **GMD**. This procedure allows for a thorough examination of the requested adjustments with both an educational and grant allowable perspective.
- **PD** will communicate changes directly to grant staff. **PD** will also consult with the **Principal** and the **Family Engagement Specialist** around the most successful means to disseminate information to teachers, students, parents, and members of the community. Letters of explanation, newsletters, open forums for discussion, taping a segment for the District news channel, and other online tools are all potential methods of dissemination.

Waco ISD Board of Trustees recently formed **Neighborhood Taskforce Committees** to communicate the attainment of goals for schools in 'Improvement Required' status and seek input from community stakeholders.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Existing efforts** include campus collaboration with multiple external organizations to provide tutoring (Sylvan, Baylor Tennis, Mission Waco) and mentoring (Antioch STARS Project, Carver Park Baptist) with students. Currently, these efforts are extremely limited during out-of-school hours, occurring one day per week for one hour. Communities in Schools also provides a variety of services during the school day. Teachers provide tutoring Monday-Thursday from 4-5pm. Additionally, there is an Early Summer School program for students nominated by teachers that operates twice a week for one hour for part of the Spring term. The school currently employs a part-time Parent Involvement Specialist who strives to provide parents with opportunities to give feedback and participate in their child's education.

The ACE program will **coordinate with existing efforts** by integrating and expanding activities during out-of-school hours that support the school day curriculum and provide additional tutoring & mentoring opportunities throughout the week. We will increase parental involvement on campus by hiring a full-time Family Engagement Specialist. This will result in expanding adult education programming to provide consistent, ongoing opportunities such as GED classes, and parenting skills. These efforts will build on recent improvements in parental involvement by improving school day attendance and student performance.

The robust model used by Texas ACE to plan, design and implement high-quality, evidence-based afterschool programming will **build long-term support and commitment** from existing partners, largely in part to the benefits derived from the monitoring-evaluation-feedback-adjusting-communication process utilizing data to drive decisions. The Project Director will meet regularly with partners to solicit feedback and share progress on program goals and objectives throughout the life of the grant. The Community Advisory Council will also solicit feedback from existing partners to inform their sustainability plan. These relationships, built on shared goals and a robust model for service delivery, will be a strong foundation for a sustainable program.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	<b>Objective:</b> Improved academic achievement <b>Evaluation:</b> Review standardized testing results; Compare testing results over time	1.	Improved District assessment scores for students
		2.	Improved state standardized testing scores for students
2.	<b>Objective:</b> Increased efforts aimed at raising promotion rates <b>Evaluation:</b> Track student mastery of TEKS through grades, projects, and testing results	1.	Increased promotion rates for 6 <sup>th</sup> grade students
		2.	Increased promotion rates for 7 <sup>th</sup> grade students
		3.	Increased promotion rates for 8 <sup>th</sup> grade students
3.	<b>Objective:</b> Increased attendance rates <b>Evaluation:</b> Regularly review attendance records; Document/compare with previous attendance rates	1.	Increased attendance rates for 6 <sup>th</sup> grade students
		2.	Increased attendance rates for 7 <sup>th</sup> grade students
		3.	Increased attendance rates for 8 <sup>th</sup> grade students
4.	<b>Objective:</b> Continued improvement in school climate & behavior <b>Evaluation:</b> Compare pre/post climate surveys; Track/document/compare disciplinary referrals	1.	Continued trend in decreased disciplinary referrals
		2.	Increase in positive responses on post climate survey when compared with the pre climate survey
5.	<b>Objective:</b> Increased enrichment opportunities that reinforce school day learning <b>Evaluation:</b> Document enrichment opportunities offered; Monitor activities for school day alignment	1.	Increased number of enrichment opportunities
		2.	Results from internal monitoring demonstrate afterschool activities align with school day curriculum
		3.	Improved District/State testing scores for students

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director (PD) is responsible for the overall **data collection process**. To avoid duplication of efforts, the PD and the Principal will identify the processes already in place for gathering **program-level** and **student-level data**. Afterward, the PD will develop a master plan for data collection. The Grants Management Department (GMD) and Principal will review/approve the plan prior to implementation.

**Program activities** will be documented in advance on a monthly program schedule and distributed via newsletters & flyers. All activities will have a daily sign-in sheet listing the date, location, activity name, time frame, and instructor. Staff will ensure all students in attendance have signed the required form. Staff will submit sign-in sheets daily at the close of programming. The PD will collect sign-in sheets and follow up with staff regarding any questions/concerns. The Data Entry Specialist will enter the information into the required TX21<sup>st</sup> Data System and physically mark the form with a date stamp that reads, "Entered." After entry, hard copies will be filed in a notebook for future reference, as the sign-in sheets allow the PD to daily track the **number of program participants**.

Other sources of **data collection** include data room tracking, District-based assessment results, state standardized testing results, attendance and disciplinary data from the district's student data base, school climate pre/post surveys, and program satisfaction pre/post surveys collected from students, parents, staff, and instructors.

The PD will coordinate the compilation data for ongoing assessment of progress towards grant goals. **Results** of program assessments **will be made available** through regularly distributed newsletters, community meetings, and the campus website. If program goals need to be refined, the PD will communicate with the campus leadership team and the GMD for guidance/input. Areas identified in need of adjustments will be **refined** accordingly and communicated effectively (addressed further in Schedule #14). Thoughtfully planned processes combined with clear, ongoing communication will all contribute to ensuring the data collected is used to **improve and strengthen programming**.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school-year and summer activities to be funded are consistent with ACE Blueprint's (Cycle 9) Objectives, Critical Success Factors, & the Four-Component Activity Guide. The activities are designed and intended to improve outcomes in the following categories listed in the Activity Guide (with examples of related specific activities in parentheses):

- Academic Assistance (Reading club, homework assistance, tutoring, career exploration, mentoring, critical thinking classes, nutrition, STEM activities, health classes)
- Enrichment (Gardening, cooking, health/nutrition, music, positive behavior/life skills, character & leadership development, physical fitness, water safety/swimming, digital media, anti-bullying curriculum, internet safety)
- Family & Parental Support Services (GED classes, parenting classes, physical fitness activities, nutrition/healthy cooking education, community resources connections, internet safety, anti-bullying curriculum)
- College & Workforce Readiness (Reading club, cooking classes, college tours, SAT/ACT prep, life skills classes, computer literacy, character development curriculum, career exploration, STEM activities)

All of the proposed activities are supplemental, in that they are provided to students outside school hours to complement the regular academic program. The activities provide opportunities for academic enrichment to: help students meet state & local academic achievement standards in core academic subjects; offer students a broad array of additional services, programs, and activities, all reinforcing & complementing the school day curriculum; and offer our students' immediate family members valuable opportunities for literacy and related educational development.

To maximize student safety, all participating students will follow sign-in & sign-out procedures; additionally, students will be provided safe passage to/from the campus and the front door of their homes via bus transportation that is compliant with all federal/state/local standards and requirements, and arranged/paid for at no cost to the students or their families.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texas ACE staff will ensure intentional and creative **methods** are used to **disseminate information** about the Community Learning Center to students, parents, campus staff, partners, and the greater Waco community. Given the fact that the student population Carver is 44.2% Hispanic (with 18.2% designated as Limited English Proficiency), all communications will be available in both English and Spanish. Waco ISD Communications Department provides translation services as needed, thus ensuring all translated documents will be **accurate and understandable**.

Effective communication systems for the dissemination of information are already operational at Carver MS. To avoid duplication of efforts, the Project Director (PD) will assess and build upon current system whenever possible. Program communication needs not addressed by current campus systems will be identified as 'gaps.' Responding to these gaps, the PD will develop new methods for the dissemination of information that complements existing systems, as well as being understandable and accessible. The PD will verify center information, including **location, dates, times, and a point of contact**.

Systems utilized by CMS and proven successful include, but are not limited to: (examples in parentheses)

- District's & campus' online tools (community television channel, District website, campus website)
- Campus-wide events (registration, Open Houses, extracurricular activities)

Potential new methods for disseminating information include, but are not limited to: (examples in parentheses)

- Local businesses, colleges, and churches (distribute & post flyers, announce program information)
- Additional media outlets (radio announcements, television announcements, newspaper articles)
- Social service agencies (CPS, workforce development, Department of Health & Human Services)
- Campus/District resources (Family Resource Center, Community Advisory Council)

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All of the proposed activities are supplemental in nature, and as such they will increase the level of services (rather than replace what exists) provided to students and families by supporting and strengthening the campus' central efforts toward increasing academic achievement levels. This expansion of out-of-school-time programming will: provide extended opportunities for academic enrichment (notably including tutoring); offer an array of reinforcing activities, programs, and services that complement the school day program and increase the potential for student success; and offer literacy and educational development opportunities for the families of our students.

We confidently expect improvements in student and academic achievement to occur as a result of these activities due to the fact that we intend to implement programs & strategies that are: evidence-based; of a high quality; tailored to the needs identified in our comprehensive assessment; consistent with the requests made by our students & families; and delivered by culturally-competent staff working both within in the District and in partnering community-based agencies.

Furthermore, we know that the research and professional literature consistently supports the following evidence: students retain more knowledge when subject material from their academic classes is reinforced and repeated in complementary settings; increased academic and overall success is positively correlated with tutoring & mentoring services provided by trusted, well-trained adults; summer programming aligned with school-year curriculum reduces summer learning loss; students who have an engaged adult family member participate in more activities than students with no family members participating (and that once they do participate, adult family members return to participate at a higher rate); attendance rates are higher among students who have engaged families; and that hands-on, experiential learning that incorporates skill practice through interactive activities enhances didactic learning in core subject areas.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The federal, state, and local programs that will be coordinated with this program are:

- Title I, Part A - funding for resources to assist schools with high concentrations of students from low-income families (CMS is at 95.3% Economically Disadvantaged);
- ESEA Section 1114 - allows an LEA to consolidate/use funds under this part (together with other federal, state, & local funds) in order to upgrade the entire educational program of a school that serves an attendance area/school enrollment in which not less than 40 percent of the children are from low-income families eligible school; this requires us to show that we're working to meet the needs and providing a quality education to all of our students.
- State compensatory education programs under Texas Education Code, §29.081 – funding for services that enable students to be performing at grade level at the conclusion of the next regular school term.

In order to make the most effective use of public resources, the grant team will coordinate its communication and interdepartmental efforts to maximize the impact of available funds; this will require an administrative structure that demonstrates the organizational flexibility necessary to avoid replication of services, as well as knowledge of funding regulations and adaptability in addressing/meeting the variety of academic & developmental needs of at-risk students.

We will communicate and meet regularly with District fiscal staff overseeing the funds for Title I, State Compensatory Education, and all other public funds to insure that 21<sup>st</sup> Century funding supplements and complements existing programming and maintains compliance with all rules and mandates without supplanting them. These funds will not be used to provide services/programs required by federal or state law, the State Board of Education, or local District policy.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The authorizing statute for this requirement (detailed in Section 4205(b) of the ESEA, Title IV, Part B) describes how the activities of this program will meet the principles of effectiveness. Very recently (December 2015), the Every Student Succeeds Act (ESSA) reauthorized the Elementary and Secondary Education Act (ESEA), the 50-year-old national education law committed to equal opportunity for all students. This statute defines the general principles of effectiveness, as well as the expectation for periodic evaluation.

This proposal meets the effectiveness measures in the following fashion:

- 1) The proposed activities are based upon a definable, objective set of measures. The identified needs and accompanying strategies utilized to address the ACE Objectives are measured by distinct success indicators. These quantitative measures include: increases in levels of student performance on the District Based Assessments (DBAs) in core curricular subjects; increases in promotion rates; increases in attendance rates; and comparisons between pre-test & post-test scores on a reliable instrument measuring positive aspects of the school climate.
- 2) The proposed activities are based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities. In addition to the use of quantitative success indicators such as the ones listed in the previous section, we have methodically selected a number of agencies to partner with us in delivering programs and services. All of the vendors' programs possess design & implementation strategies that are supported by evidence-based research, and have a history of creating reproducible outcomes shown to be consistent across demographics, beyond geographical differences, and over a period of time. The decision to utilize such programs reflects our commitment to employ academic enrichment activities of a high quality.
- 3) The Texas Accountability Intervention System (TAIS) model is a process designed to ensure ongoing data collection, assessment, and adjustments for improvements take place on a regular basis. Since Carver already utilizes this model, the Texas ACE program data and evaluation needs will assimilate easily. Prior to programming implementation, the Project Director (PD) will pre-approve all afterschool lesson plans to confirm activities: (a) align with TEKS; (b) maintain high-quality programming; and (c) support the school day curriculum.

Throughout programming, the TAIS model will be used to gather various data (assessment and standardized test results, attendance and disciplinary reports, pre/post surveys), compare data with program goals and assess progress, consult with campus leadership/Grants Management Department regarding adjustment needs, implement adjustments, and communicate both progress towards goals and the adjustments implemented. The PD will ensure all progress findings and program adjustments are available to the public through Afterschool Newsletter updates, the campus website, and other schoolwide parents meetings.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
- ☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Waco ISD has partnered extensively with the Central Texas YMCA to develop, design, and implement this program. The Doris Miller Branch of the YMCA sits on the former campus of Paul Quinn College, which has rich historical significance to the East Waco community. Paul Quinn College was established in 1872 to provide education to recently freed African American men and women, and moved to Waco in 1881. The historic Paul Quinn campus is directly across the street from feeder school J.H. Hines Elementary, only one mile away from Carver Middle School. These historic ties continue to be meaningful to the East Waco community.

The Central Texas YMCA has provided expertise and guidance in the planning and design of the program. They have experience facilitating youth programs – including the 21<sup>st</sup> Century ACE program for a neighboring local school district – and provide programs that are both evidence-based and aligned with TEKS. Their programs include Career/College Readiness, Teen Digital Media, Parent Nights, Character Education Lessons, Healthy Cooking Classes for parents and students, and Sports Programs. Supporting success in school and life are key outcomes demonstrated in their afterschool partnerships between students, their schools, and their families. 62% of participants showed improved social-emotional skills; 53% had an increase in school attachment; 57% displayed improved school conduct; and 56 % reported increased self-efficacy. Their VP of Youth Development has over 15 years of experience working with youth programs in our community, including achievement gap programs, afterschool programs, teen programs, and 21<sup>st</sup> Century programs. The current CEO has over 25 years' experience leading YMCA programs.

Because the YMCA brings significant expertise, experience, and resources in delivering evidence-based afterschool programming, CMS's Principal will collaborate with the YMCA and ACE Project Director to align activities to the school day curriculum and support efforts to train highly-qualified teachers and improve student academic achievement. Waco ISD possesses expertise, experience, and resources in both education and grants management. Waco ISD's Grants Management Department (GMD) personnel have extensive experience with previous cycles of the 21<sup>st</sup> Century grant, as well as in a variety of capacities with afterschool programs on many of Waco ISD's campuses.

Waco ISD will partner with the organizations currently providing services at Carver Middle School to support their current efforts; these include Antioch STARS Mentoring Project, Baylor Tennis, Carver Park Baptist Church, Communities In Schools, Mission Waco, and Sylvan Learning Center. In addition, nine other businesses and organizations recently approached the school about partnering – including GENCO Federal Credit Union, Waco Fire Department, and Carver Park Neighborhood Association. The Professional Learning Community meetings on campus will coordinate efforts with partners and provide leadership in the coordination between school day and afterschool programs.

Waco ISD will seek to develop partnerships with other vendors that provide contracted services to the afterschool program, and will then provide training on the Texas ACE model for afterschool programming to help them understand the connection between their services and the goals and objectives of this program. The program will also partner with community organizations, such as the Carver Park Neighborhood Association, to solicit feedback from the community on the needs of students and families, as well as the success of the program's efforts. The Community Advisory Council will assist in identifying additional community organizations as partners.

The Family Engagement component of this program will connect with local workforce development organizations (e.g., HOT Workforce Solutions, Mission Waco, and Waco Community Development Corporation) to promote adult education programs at the campus. Our Family Resource Center will also promote the efforts of these organizations in areas such as job training, financial literacy classes, and community education events provided by these partners.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The students and families who populate the CMS campus and its surrounding neighborhood attendance zone clearly have multiple areas of need, as evidenced by the demographic data highlighted in Schedule #12 and the community assessment process detailed in Schedule #13. We also possess a great number of strengths and resources, and have diligently labored to connect resources with needs in a fashion that is informed, systematic, and solution-oriented.

As detailed in Schedule #16, Statutory Requirement 1, we aligned the proposed services, activities, and classes on the basis of their relevance and connection to a prescribed area of the Four-Component Activity Guide of the ACE Blueprint. Each of these categories (Academic Assistance, Enrichment, Family & Parental Support Services, College & Workforce Readiness) is associated with one of our five (prioritized) identified needs, its related campus/community assets, and the ACE Objective to be addressed. After selecting a measureable success indicator, we then matched known providers & vendors who utilize evidence-based programs and services with the specific services, activities, and classes.

A summary of resources available to our Community Learning Center (CLC) includes, but is not limited to: YMCA of Central Texas; Sylvan Learning Center; Waco Fire Department; Baylor Tennis; Mission Waco; Antioch STARS Project; Communities In Schools; World Hunger Relief, Inc.; McLennan Community College; CMS staff and families; senior volunteers; Carver Park Baptist Church; Bledsoe Miller Recreation Center; East Waco Library; Waco Police Department; WISD Communications; and Carver Park Neighborhood Association.

Each of these resources possess specialized skills, experience, and expertise that will be directed toward addressing one or more identified needs. These individuals/groups/agencies will then be mobilized in a systematic, organized, and scheduled fashion to provide evidence-based services and programs targeting the needs identified by the assessment process. Periodically over time – in the manner consistent with high-quality academic enrichment programs – their quantifiable progress toward measurable goals will be evaluated, and the results will be used to refine, improve, and strengthen the program activities. Many other family-, campus-, District-, and community-based resources certainly exist. We will clearly work to identify and recruit more of them over time; however, we will pursue evidence-based services that align directly with the identified needs, and specifically those that primarily address the ACE Objectives.

As a Community Learning Center, our program will offer a wide range of services, activities, and programs that appeal to the diversity of students and families at CMS. Targeted outreach will ensure that students most in need of academic support, students & family members learning English, potential first-generation college students – as well as students with health, emotional, and family needs – are provided services that promote academic and life success. Serving a school with a high percentage of economically disadvantaged students, we will strive to offer these extra resources to families and neighborhoods that often lack exposure to enriching, out-of-school experiences. We will recruit community partners that represent the best children's & family services our community has to offer, and will gather regularly to provide guidance, share data responsibilities, and allow for the program to be marketed to the community in as equitable a manner as possible. Finally, we will provide ongoing training and support to CLC staff and partners on TEKS and results of regular benchmark testing to ensure that services and programming addresses current academic needs.

CMS firmly believes that a CLC will provide our students expanding activities and opportunities for academic achievement in core subjects, enrichment services that reinforce school day programs, and educational services to families of students. These funds are not, however, currently available through our District budget or other available resources. Our great level of need and the lack of adequate resources is addressed through 21<sup>st</sup> Century's central purpose of providing academic enrichment that empowers students to meet standards in core academic subjects. We need assistance in creating a climate in which our economically disadvantaged students are able to achieve, and this grant provides a realistic opportunity to position our campus for sustainable success.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

WISD consistently strives to employ the use of best practices in implementing all program efforts. More specifically, we are highly experienced in the process of implementing grant-funded programs with fiscal, administrative, and programmatic fidelity; this certainly includes the consumption of research outcomes, evidence-based practices, and transparent reporting. Therefore, it will be within our customary scope of practice to provide competent oversight of educational and related activities that will complement and enhance academic performance, achievement, postsecondary & workforce preparation, and positive youth development of the students in our care.

The District has a wealth of experience and documented success in effectively implementing programs of this nature and partnering with a wide variety of federal, state, local, corporate, and private funders. Additionally, the Grants Management Department has a wealth of aggregated knowledge and skills (roughly 50 years of collective grant experience) in implementing programming with fidelity, and we have a great deal of confidence in the likelihood of our continued success with this proposed program.

WISD has received and successfully implemented two previous cycles of 21<sup>st</sup> Century CLC funding:

- During Cycle 1 (2003-2008), we provided programs & services at five campuses – two of those schools are no longer in existence in their original configuration/capacity, and we are proud to report that the remaining three have continued to have afterschool programming on a continuous basis since the end of that grant cycle.
- During Cycle 5 (2008-2013), we provided programs & services at 11 campuses – five of those schools are no longer in existence in their original configuration/capacity; two of the schools do not currently have afterschool programming; and the remaining four campuses have successfully continued to offer afterschool programming on a continuous basis since the end of that grant cycle.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers from the community and local organizations not only provide services, but also a strong connection between the school, the neighborhood, and the broader community. It is essential that volunteers provide high quality services to students in order to further progress toward the program's objective's and goals. All volunteers must go through Waco ISD's Volunteer Application Process annually, which includes fingerprinting and a criminal background check. The Project Director will work with the Principal to use volunteers appropriately within the program by considering their qualifications along with the needs of the center.

Partnerships with local community organizations through the Community Advisory Council (CAC) and Bledsoe Miller Recreation Center will provide social networks for community members to discover volunteer opportunities, and for the CAC to recruit highly qualified community members to serve as volunteers. Promotional materials disseminated throughout the community will include information about volunteering with the program.

The Project Director will also recruit senior citizens as volunteers, as they often have excellent qualifications, broad experiences, wisdom, and ties to the community that benefit students through intergenerational mentoring and tutoring. Research points to positive outcomes for students who participate in intergenerational mentoring programs. Carver Park Neighborhood Association is already engaged with CMS and providing senior volunteers. The program will additionally recruit from existing senior volunteer programs such as the Retired Senior Volunteers Program (RSVP) at McLennan Community College, Friends for Life, and area churches.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

In order to ensure the sustainability of this program, we have secured a letter of support signed by every member of the Waco ISD Board of Trustees stating that the District is committed to "sustaining a level of service...equivalent to services offered during grant funding for a minimum of three years." Staff positions will be funded through local funds after the end of the grant cycle. Waco ISD has had success certifying afterschool programs as licensed daycare sites and billing/collecting for federal childcare reimbursement as a vehicle for funding those programs; we plan to pursue a similar sustainability strategy with this program as well.

The training that staff receives on the ACE model will provide knowledge and resources to assist the District in continuing an effective program with its available assets and resources. We will continue to use the logic model developed as part of our plan – along Texas ACE Blueprint tools (such as the Strategy Development Worksheet, Activity Alignment Form, and Lesson Plan Worksheets) – to ensure that the program continues to be planned, implemented, and evaluated intentionally and strategically to maximize efficiency of resources and effectiveness of programming.

Throughout the life of the grant, partnerships with community organizations (churches, neighborhood associations, YMCA, Baylor, and workforce development organizations) will be strengthened through regular communication concerning progress and evaluations, as well as through recognition and appreciation convey by the Project Director (PD) and members of the Community Advisory Council (CAC). We expect these partnerships to continue long after funding ends, and to provide a foundation of community support and investment for the continuation of the program.

Quarterly CAC meetings will be provide reviews of the program budget and reports to determine how dollars are most effectively being used and where adjustments need to be made. They will also create a plan with milestones and goals for stepping down funds throughout the grant cycle. Tasks included in this plan are: researching/exploring sources of funding; cultivating a diversity of funding streams (e.g., in-kind donations, fundraising, fees for service, and childcare reimbursement); applying for and securing funds; and reaching out to key stakeholders.

Quarterly meetings will also report on progress toward meeting these targets and the plans to address any shortfalls. The CAC will also produce a Mid-Year and End of Year Report & Evaluation of the program's progress toward its stated objectives and goals. The CAC will also evaluate the current activities, vendors, and partners regarding their effectiveness in meeting goals, value for dollars spent, and participation rates.

**Annual Timeline for Sustainability Plan**

- |                    |   |
|--------------------|---|
| ▪ June - July 2016 | Formation of CAC (Year 1 only)          |
| ▪ August 2016      | CAC Quarterly Meeting                   |
| ▪ November 2016    | CAC Quarterly Meeting                   |
| ▪ January 2017     | Mid-Year Report & Evaluation            |
| ▪ March 2017       | CAC Quarterly Meeting                   |
| ▪ May 2017         | CAC Quarterly Meeting                   |
| ▪ June 2017        | End of Year Report & Evaluation         |
| ▪ August 2017      | Annual Report to WISD Board of Trustees |

A similar schedule of meetings for review, reporting, and evaluation will be implemented for Year 2 & Year 3.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Believing community and parental involvement to be a prerequisite to student success, the Waco ISD Board of Trustees formed Community Transformation Committees (CTC) to help follow the directives of HB 1842 – a bill that addresses interventions for campuses that do not meet accountability standards. At this time, CMS is in Stage 3 of Improvement Required (IR) and as such, collaboration between District, parents, and community members is especially essential to the students' success. Two CTC meetings have already occurred (one each in February & March), with over 100 parents/community members in attendance at each. The parents and community members *want* their children to succeed and are *eager* to be a part of a process that will accomplish that goal.

Carver Middle School has not always struggled to meet accountability standards. As recently as five years ago (2011), Carver received an 'Acceptable' rating on the TAKS (State accountability test). At the time, Carver was a magnet school with approximately 60-70% of the students bused in from around the District. Upon revisiting the benefits of children attending schools in their own neighborhood, District administration concluded it was in the students' best interest to return Carver to a neighborhood school. Consequently, in 2012, Carver became a neighborhood school.

There are inherent strengths and advantages of being a neighborhood school. For example, the current Principal attended Carver when he was in middle school; such deep-rooted connections carry an understanding of community dynamics far beyond anything those outside the community will ever realize. With that said, there are also daunting challenges. Within a year of becoming a neighborhood school, the economically disadvantaged rate soared to over 95%, the mobility rate more than doubled, and accountability test scores plummeted.

The most encouraging aspect of Carver's current challenges is the community and their desire to support the school and see the children – *their children* – succeed. As mentioned above, CTC meetings are already underway and will continue indefinitely. During the first meeting, attendees specifically identified an afterschool program as a need within the community. Understanding that their input is valued and their voice is heard increases the likelihood they will remain invested and involved.

The Transformation Committee will also serve as a resource for the Community Advisory Council (CAC), as well as a venue to recruit volunteers and inform the community about the program, its needs, and progress toward school improvement. This existing body has already begun work that the CAC will build upon.

CAC planned membership consists of stakeholders from Waco ISD, YMCA (partner agency), community/business leaders, local government, and faith-based organizations. Initially, the CAC will plan strategies to create awareness, support implementation, and ensure sustainability after the grant cycle ends. The CAC will meet quarterly throughout the life of the grant, and all meetings will be documented with an agenda, sign-in sheet, and minutes.

The CAC's efforts to engage the broader community are essential to increasing program awareness within the community. Members will share and promote events, news, and information with their own organization and with the community. The CAC will also use an annual survey to collect feedback from stakeholders within the community.

The CAC will evaluate program effectiveness and progress toward goals in consultation with the Principal and the Project Director (PD). Information will be compiled from the annual community stakeholders survey, student/parent satisfaction survey, District assessment testing, attendance & disciplinary reports, and 21<sup>st</sup> Century program reports. The CAC will provide input for the recommendation, implementation, and communication of adjustments to the program.

Finally, the CAC will develop a sustainability plan for continuing the program after the grant cycle; this will include an annual timeline with milestones and goals for stepping down funds throughout the grant cycle. Tasks included in the timeline are: researching alternate funding sources; exploring a variety of funding resources (e.g. in-kind donations, fundraising, fee for service, and childcare reimbursement); and applying for and securing funds.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Grant Management, Requirements, & Program Quality**

Waco ISD's Grants Management Department (GMD) will provide oversight of the various components of the grant to ensure fidelity to the approved proposal, integrity with the program model, and adherence to all grant requirements. The GMD will meet weekly with the Project Director (PD) to monitor program fidelity and to evaluate the quality of programming that is being delivered to the students. The PD and Principal will also work with the Community Advisory Council (CAC) to annually evaluate the effectiveness and quality of the programming delivered to students.

The GMD will also work with the PD to ensure that all program staff receive appropriate levels of training and support – including required TEA trainings, workshops, and conferences. The PD will work with the Data Specialist to verify that required data entry and documentation is maintained in an accurate and timely manner. The Data Specialist will assist the PD with budget tracking and all paperwork for reimbursements, program costs, amendments, training, and travel.

**Communication**

The GMD will communicate weekly with the PD through supervisory meetings. The GMD will also communicate regularly with the Data Specialist to provide support and monitoring for data entry, documentation, and budget tracking. The GMD also maintains open communication with the Principal about any questions or concerns regarding the ACE program on the campus.

The PD will participate weekly in Professional Learning Community (PLC) meetings at the campus; these involve the Principal, Assistant Principals, Instructional Specialists, and Behavioral Interventionists coordinating efforts between afterschool programming and school day staff. The PD will communicate regularly with partners to solicit feedback on the program and to provide evaluation and monitoring data specific to their program. The PD will facilitate weekly afterschool staff meetings with the Family Engagement Specialist (FES) to communicate clearly with all program staff, with special attention toward ensuring that the Texas ACE logo is used on all communication and outreach materials.

The PD and the Principal will use District evaluations and reporting on student performance to communicate progress toward goals and create reports for CAC. The PD and Principal will also facilitate quarterly meetings with the CAC to report on progress, solicit feedback, evaluate the program, and increase community support. Finally, the PD and Principal will team with the CAC to create an Annual Report for the WISD Board of Trustees.

The FES will communicate regularly with families and share their feedback and needs with the PD. The FES will also communicate clearly with the PD about all planned family engagement activities. The Data Specialist will communicate with the PD and the GMD concerning the status and accuracy of all data entry, documentation, and budget tracking.

**Ongoing Training & Support**

The GMD will oversee the creation of an Afterschool Handbook that will contain all policies, procedures, methodologies, and models using best practices from ACE resources. Utilizing this handbook, all program staff will receive training on the ACE model and programmatic concepts/practices appropriate to their position. Additional position-specific training will include: the Data Specialist receiving training from the GMD on District systems for budget tracking, reimbursement, and documentation; the PD attending TEA training on developing the required logic model for the center and consequently providing training to the program staff, Principal, and the GMD on adherence to the logic model.

The GMD will assure that sufficient funds are budgeted for all program staff to attend required trainings, workshops, and conferences offered by TEA. Additionally, GMD will budget sufficient funds for the PD to attend one afterschool conference from the pre-approved list, and for the FES to attend one in-state conference on family and parental involvement. The PD and the GMD will also communicate clearly about other professional development opportunities offered by the District and/or other relevant organizations, and provide ongoing support to all program staff.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<b>Center Number: 1</b>	<b>Center Name: G.W. Carver Middle School</b>		
<b>9 digit campus ID#</b>	<b>161914048</b>	<b>Distance to Fiscal Agent (Miles)</b>	<b>2.2</b>
<b>Grade Levels to be served (PK-12)</b>	<b>6<sup>th</sup> grade through 8<sup>th</sup> grade</b>		

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>	<b>65</b>
<b>Number of Adults (parent/ legal guardians only) to be served:</b>	<b>30</b>

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**NOT APPLICABLE – no feeder schools included**

<b>Center Number: 2</b>	<b>Center Name:</b>		
<b>9 digit campus ID#</b>		<b>Distance to Fiscal Agent (Miles)</b>	
<b>Grade Levels to be served (PK-12)</b>			

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>	

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 3a: Center Operations, Program Coordination.** Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Calling upon the knowledge and experience gained from WISD's previous 21<sup>st</sup> Century grant awards, we know to take great care to establish practices and procedures insuring that proposed programming will be appropriately integrated and combined with other federal, state, and local programs while avoiding the duplication of services and the supplanting of funding. WISD's history with 21<sup>st</sup> Century sites on other campuses has provided opportunities to learn how to effectively weave 21<sup>st</sup> Century into the fabric of campus operations with a keen awareness of fiscal and programmatic guidelines, regulations, practices, and restrictions.

Title I funding for resources to assist schools with high concentrations of students from low-income families; schoolwide programs under ESEA Section 1114 allowing for the consolidation of funds for a campus with a high economically-disadvantaged population; and State Compensatory Education programs under Texas Education Code §29.081 will all be coordinated with 21<sup>st</sup> Century programming and finances.

Grants Management, campus administration, and program staff will communicate regularly with District accounting and fiscal staff overseeing all sources of public funds to insure that 21<sup>st</sup> Century funding serves solely to supplement and complement existing programming. 21<sup>st</sup> Century funds will not be used to provide services and/or programs required by federal or State law, the State Board of Education, or local District policy. Efforts toward integrated oversight and a high level of coordination will insure WISD's capacity to effectively and operate multiple complementary programs and services without supplanting funding.

We are certain that no-cost, organized programs for students during out-of school time are critical to the academic success, safety, and well-being of our students. Due to extremely high levels of poverty among CMS students (95.3% Economically Disadvantaged), the typical process used to identify and qualify students for participation is not necessary – the overwhelming majority of our students are at-risk. However, we may need to further prioritize and identify which students to serve based on their relative levels of risk of academic failure.

With regard to recruitment, there has already been a great deal of interest and excitement about the possibility of afterschool programming – the surveys we distributed to students & families as part of the needs assessment process were returned at a high rate, and reflected much interest, hopefulness, and requests for specific programs. With many of our children's parents working low-paying jobs with few/no benefits, opportunities for parents to secure quality after-school programs that are affordable, convenient, and accessible are extremely limited.

Although we will strongly encourage a high rate of participation in the CLC programs, we anticipate high attendance levels. We expect this not only due to the limited number of opportunities and experiences available to most students outside of the regular school day, but also to the addition of engaging academic assistance, enrichment classes, family/student support, and college/career readiness activities.

The mobility rate for CMS (and many WISD campuses) is unfortunately much higher than the state average; however, we are planning for the quality of the programming to assist in the year-to-year retention of more students and families at our campus. Another significant incentive for students and families in need of extra support to remain at CMS will be the additional time that afterschool programming creates for increased connections with school peers, dedicated campus staff, committed community partners, college & senior volunteers, and local higher education and vocational/career resources.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 3b: Center Operations, Staffing and Schedule.** Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CMS's Texas ACE program will operate 12 hours per week, Monday through Friday, 4:10 PM – 6:40 PM during the regular school year. The Fall/Spring terms will operate from September 6<sup>th</sup> to December 16<sup>th</sup> and from January 3<sup>rd</sup> to June 1<sup>st</sup>, respectively. During the Summer term, the center will operate 16 hours per week, Monday through Thursday, from 1:00PM – 5:00PM, beginning June 12<sup>th</sup> and operating through July 21<sup>st</sup>. Combining Fall, Spring, and Summer terms, programming will operate for a total of 35 weeks during the year. The center will serve 65 "regular" students, as defined by 21<sup>st</sup> Century requirements, and 30 adults through Family Engagement activities. A full-time Project Director (PD), a full-time Family Engagement Specialist (FES), and part-time Afterschool Specialists (AS) are the grant staff working during the hours of operation; adjustments to the FES' schedule may be needed when Family Engagement events/classes occur. Afterschool staff will arrive prior to programming for set-up, and stay afterward for cleanup. The PD will ensure an appropriate ratio of students-to-instructors is maintained.

During the grant writing process, the Principal confirmed that grant staff working during the school day will be provided office space at CMS; this will include the PD, FES & Data Entry Specialist. Since the PD & FES will also work during the afterschool programming time, they will adjust their start time accordingly. During school hours, the PD & FES will lead meetings with campus staff, Grants Management Department, partner agency (YMCA), service providers, volunteers, and/or community organizations. The PD & FES will also communicate regularly with parents/guardians, the CAC, partners, and community stakeholders. A Data Specialist for the program ensures requirements for daily/weekly data entry are kept, and will also handle the administrative tasks associated with EDR for teachers, vendor reimbursement, payroll, and creating reports from the District's financial system & TX21<sup>st</sup> Data System. The complexity of the requirements, multiple data systems, and required paperwork necessitate the addition of staff to effectively implement the program. The PD will ensure an adequate system for documenting and maintaining records related to the program and to all grant requirements – including award negotiation notes, meeting minutes, and other relevant communication or documentation. The PD & FES will also attend all required trainings and workshops. Additionally, the PD will attend one national afterschool conference (in-state) and the FES will attend one in-state conference on family engagement.

**TEA Program Requirement 3c: Center Operations, Safety.** Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Carver Middle School will ensure that the Campus Emergency & Safety Plan complies with ACE standards using the ACE Safety Self-Assessment. Once the Self-Assessment is approved by TEA, the PD will implement the Safety Plan to meet the needs and requirements of the afterschool program. The Campus Emergency & Safety Plan will be reviewed annually using the ACE Safety Self-Assessment for compliance with ACE standards. All staff and instructors will be provided a copy of the plan and trained on emergency and safety procedures annually.

Individual sign-in sheets will be printed for each activity offered during afterschool. Students will sign-in to the afterschool program in a central location and be escorted to the location of their activity for that day. Parents/guardians will ONLY come to the front office to sign-out students. Afterschool staff will have access to school records indicating adults who have been designated with the authority to sign-out and pick up students. Students will ONLY be released to parents/guardians designated in school documentation with the authority to pick them up. All field trips during afterschool will return to the center before the end of the afterschool program.

All students participating in ACE afterschool programs MUST have a signed consent form on file with the program before they can participate in any activities. Afterschool staff will use an incident form to document any emergency situations, injuries, illness, and behavioral incidents. All incidents will be reviewed/signed-off on by the PD and Principal (or designee) notified within 24 hours. The PD will work with the Grants Management Department to create a handbook for parents/students detailing the program's policies/procedures. Both the parent/student must sign receipt of the handbook annually before a student can participate. A handbook for all staff/instructors will also be created, documenting all policies/procedures of the program. All staff and instructors, including contracted vendors and volunteers, will be required to read and acknowledge their understanding and consent to abide by the program's policies and procedures.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 4a: Activity Planning, Alignment and Quality.** Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This program is grounded in a body of research that reliably demonstrates how supplemental, interactive afterschool programming measurably increases academic achievement. Afterschool programs aligned with the school day curriculum support learning and address the achievement gap by offering struggling students additional supports that reinforce classroom learning. Afterschool provides additional advantages over a regular school day alone: lower student/teacher ratios; more active participation; diversity of adults (including parents); skill practice; and providing more flexible schedules. Afterschool programming enables us to expand the learning day by intentionally linking afterschool activities to school day learning in meaningful and measurable ways – for example, one of CMS's prioritized goals (increased attendance) is more readily achieved when students come to understand that in order to fully enjoy afterschool, they must also attend school.

WISD classroom teachers will be recruited to lead creative learning experiences that enrich the educational environment of CMS in ways that may be difficult to implement with the pressures of classroom teaching; notably, there was a strong response on surveys from a number of teachers indicating willingness to lead afterschool programming. Freed from the grades and testing (but not accountability) and with reduced classroom management responsibilities, these teachers can engage students in hands-on, interactive activities (labs, experiments, field trips) and learning experiences incorporating technology, the arts, and current events. As a strong indication of the District's support for prioritizing instructional quality at CMS, WISD's Board of Trustees recently approved a \$5,000 signing incentive for teachers with a proven record of success in increasing student achievement (as measured by STAAR results) to teach at CMS.

Our plan of having selected classroom teachers deliver a portion of afterschool services insures that they bring not only their skills and knowledge of content, but also their knowledge of TEKS and academic standards. This allows them to serve as an academic liaison between the afterschool program and daytime teachers, incorporating evidence-based practices (along with local campus data) to continuously adapt lesson content to support school day learning.

Partner organizations (e.g., YMCA, World Hunger Relief, Sylvan Learning Center, STARS mentors) provide a key link to resources in the community and valuable services that benefit our students and families. These community-based organizations have been chosen specifically for their ability to convey relevant educational content to students and families in a meaningful and engaging manner; have a demonstrated commitment to children, families, and schools; and are highly encouraged to use curricula supported by evidence-based research.

The supplemental nature of the partners' content (e.g., nutrition, computer literacy, character development, music) will be aligned with and support mastery of the TEKS, but will not replicate school day curriculum. These partners also understand how their content focus (tutoring, gardening, digital media, cooking, etc.) can be used to intentionally design and inform program activities, as well as enhancing student's academic achievement; this will happen through a review of lesson plans by the PD for alignment. For example, a World Hunger Farm activity of planning and planting a vegetable bed can easily be aligned with Math TEKS (with consultation from a teacher or Instructional Specialist) due to the measurements and calculations involved in the process.

From the aspect of interest and engagement, the hands-on and interactive nature of the variety of afterschool activities provides students with exciting yet often less-threatening opportunities to practice skills and learn through cooperation and socialization – activities that also serve to improve school climate, prepare them for workforce and college pursuits, and further reinforce their school day learning. This array of supplemental activities clearly is capable of providing a richness in the culture of the school, and frequently serves to bolster student engagement, investment, and achievement. Finally, we will use ongoing feedback to make adjustments if activities don't interest students & families.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 4b:** Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One of the many advantages of pairing afterschool programming with a full day of school is the ability to individualize instruction across and between the two different yet complementary settings. By intentionally utilizing campus staff, as well as community agency representatives with special funds of knowledge, the range of all (as well as each) students' needs can be more fully assessed, addressed, and targeted.

Our program will strive to ensure that afterschool programming & instruction is adaptable by fostering a healthy professional collaboration between school day staff and afterschool personnel that is characterized by:

- Working with students to personalize an afterschool schedule of activities after thoroughly addressing their individual academic and developmental needs;
- Incorporating student-level need indicator data around specific assessed standards, behavioral support, and/or state comp risk data;
- Evaluating the individual and/or small-group instruction needs of students;
- Aligning activities to the school day curriculum; aligning academic-related activities with TEKS and where possible aligning with the state-specific standards identified as needing improvement in the campus needs assessment;
- Providing watchful and supportive supervision by quality staff;
- Considering student & parent voice data (e.g., surveys, inventories, interviews);
- Encouraging transparency between school and afterschool programs (e.g., sharing tests scores, grades, behavior reports, relevant student information) for the purpose of facilitating instruction and enhancing student outcomes;
- Paying special attention to students who are at risk of academic failure/dropping out;
- Meetings between the 21<sup>st</sup> Century Project Director and teachers/Instructional Specialist(s);
- Including the 21<sup>st</sup> Century Project Director in the Professional Learning Communities;
- Monitoring student academic progress for the purpose of meeting academic achievement goals. This will provide a current and continuous picture of student academic progress and can allow us to adjust an individual student's program plan as needed to insure his or her success.

Through the use of programmatic planning, supervisory oversight, accountability measures, and regular reporting, the program will also ensure that the following guidelines and requirements are met:

- Activities are a minimum of 45 consecutive minutes in length & be planned for each hour of the program;
- Student attendance will be documented and reported for each activity;
- All activities will be balanced by using the ACE Blueprint's Four-Component Activity Guide and will be aligned to state requirements. Additionally, students' specific academic, social, and behavioral needs will be evaluated, prioritized, and considered in the selection of afterschool activities (with particular focus on those activities in the Enrichment and College & Workforce Readiness components);
- At least one activity from each component of the Activity Guide will be offered each term;
- Activities are planned using the Texas ACE Activity/Unit & Lesson Plan Worksheets;
- Enrichment activities will enhance academic-related activities and/or be aligned with a documented student need;
- Access to accelerated learning will be provided for students at-risk for academic failure (under TEC §29.081);
- Activities in the Four-Component Activity Guide will be aligned to both state requirements & student needs;
- Activities must be supervised by qualified individuals at all times and ensure the appropriate supervising adult to student ratios in TEC Chapter 25, Subchapter D, are met.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist.** Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) is a critical component of the ACE program's success. The role of the FES is to build strong relationships with families, encourage families to participate in their children's education, and provide opportunities for literacy/other related educational development. FES works to increase the likelihood of parental involvement by providing families with active and meaningful engagement in their children's education.

The Harvard Family Research Project suggests there are four key aspects to include when developing a Family Engagement component in an afterschool program. (Texas ACE Blueprint, pg. 17)

- **Support** – Building relationships with families allows FES to discover a family's assets & needs and to solicit feedback.
- **Communicate** – FES will be intentional about building relationships with families. As someone new to the school community, the FES will need to demonstrate he/she has a genuine interest in the welfare of the students and their families. Once trust has been established, parents should be more responsive to becoming more involved.
- **Hire & Develop** – Securing & training staff with a positive, warm, and welcoming attitude promotes a culture that is inviting for families/parents. Other practices that build an inviting environment include: addressing family members/parents by name; validating expressed concerns; and timely response to calls/emails.
- **Build** – Maslow's Hierarchy of Needs proposes that people must meet basic biological/physiological needs (food, clothing, shelter) before they can move onward to meet other needs, such as cognitive ones (education). If Maslow is correct, then parents will make sure there is food before they help their children with homework. The FES will serve as a link between families and community resources to assist families with meeting their basic needs; this assistance may include making phone calls, assisting with applications, and/or explaining eligibility guidelines.

When properly executed, the FES ensures barriers that prevent families/parents from participating are addressed efficiently and effectively; as a result, families/parents feel respected, are more invested, and become actively involved.

**TEA Program Requirement 5b: Family Engagement, Program Coordination.** Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will meet weekly with the Project Director (PD) (**NOTE:** The Site Coordinator is **NOT** a required position since we are only applying for one center). The FES & PD will jointly develop strategies for recruiting families to participate in literacy, adult education, and family events. The FES will implement the family engagement strategies to support afterschool goals and activities.

Students will be recruited using the stated purpose of the grant as a guide: *students who are most at-risk for academic failure*. The FES & PD will work with campus leadership to identify these students. Staff will solicit these students' participation, and prioritize communication with their families. Providing a clear understanding of how the program will assist their children is a key strategy to gaining families' support. Once families are familiar with the ACE program and credibility has been established, the PD & FES are situated to **recruit participant families**. Creating a welcoming environment will encourage participant families to recruit other families; word of mouth is often the best advertisement.

Another strategy includes distributing an interest survey to ensure activities offered align with families' needs/wants. The FES & PD will work in conjunction to establish appropriate activities based upon family input/feedback. Once programming begins, ongoing communication with families will occur on a variety of levels: face-to-face conversations, distributions of newsletters, and maintaining office hours during the school day.

Finally, assisting families to meet their basic needs is a strategy for engagement. Externally, the FES & PD will jointly pursue alliances with community agencies to address a variety of needs, including: health, legal, employment, financial, and educational. Staff will be prepared to make referrals and assist with agency applications. Internally, the FES & PD will determine strategies for coordinating with District resources (Title I Coordinator, Counselors, Homeless Outreach) and coordinating with services that operate within the school (Parent/Teacher Organizations, volunteers, and Adopt-A-School partners). A holistic approach to family engagement benefits the entire family – student and parents alike.

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TEA evaluations of ACE programs indicate increasing family participation results in: (a) families continuing to participate in school activities; (b) an increase in family involvement in their child's learning; (c) an increase in their child's participation in out-of-school activities; and (d) better academic outcomes.

In an effort to ensure the family/parent voice was considered, CMS parents completed surveys ranking their top interests/needs in Family Engagement activities. Along with identified needs from the assessment process and the grant requirements, the surveys were the guide for what activities to plan/offer. During implementation of the program, the Family Engagement Specialist (FES) will coordinate all Family Engagement activities.

- **Types of activities:** In line with the purpose of the grant funding, CMS will offer parents opportunities for literacy and other related educational development. Interestingly enough, parents ranked **adult education classes** second among the thirteen options. The FES will contact local colleges and negotiate class options for Carver families/parents; initially, GED classes will be offered. Additional surveys can serve to inform the FES about specific types of adult education classes that are of interest to parents. Other activities ranked high by parents were: 1<sup>st</sup> – How to help with homework; 3<sup>rd</sup> (tie) – Online safety for your child & community resources; 5<sup>th</sup> (tie) – Health/Nutrition/Fitness; Questions for teacher conferences; & Volunteering at school. Saturday events and activities will be designed and offered to: allow working families to attend; address topics that don't warrant a six-week session; and provide opportunities for interactive parent/child activities.
- **When/Where:** Initially, activities will be planned twice a week (Tuesday & Thursday evenings, 5:30-7:30) and once a month on Saturday mornings – the weekday start time is delayed to accommodate working families. All Family Engagement activities are currently scheduled to occur on the school campus. In the Fall and Spring terms, activities will be offered in six-week sessions with a one-week break between sessions – one six-week session will be offered in the summer. The number of families/parents to be served is projected at 30 adults; while this number is proportionate to the total number of active students to be served (65), we will likely exceed our projection.
- **Identified student and family need addressed:** All activities are designed to be of high quality and to offer families/parents the **opportunity for active and meaningful engagement in their children's education** (volunteering at school was ranked in the top six answers on the parent interest survey. The FES can be deliberate about offering parents multiple opportunities to serve in a volunteer capacity, both during the school day and outside school hours. By using the survey results and the Texas ACE Blueprint as a guide in planning for meaningful activities, the FES can confidently ensure identified needs are addressed through active engagement.
- **Needs of working families:** Prior to participation, the exact needs of working families are not fully known; nonetheless, activities are designed with accommodation in mind. For example, weekly classes are delayed so that working families can attend; Saturday classes can offer activities outside the weekday; activities can be recorded and uploaded to the campus website, creating an online library for viewing at a time convenient for the parent; and for those without internet access at home, the FES can facilitate opportunities to access the information at a public site (such as a library). As programming increases over time, the FES should gain insight into more specific needs of the Carver families and plan accordingly.
- **Additional resources:** Support for Family Engagement activities includes part-time staff for child care supplies (such as copies for handouts and informational pamphlets), nutritious snacks (if deemed necessary to solicit participation), and custodial assistance for Saturdays. All items are budgeted accordingly using reasonable estimates.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 161914		Amendment number (for amendments only):		
<b>No Barriers</b>				
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
<b>#</b>	<b>Strategies for Gender-Specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Ttruancy**

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 161914

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

**Part 1: Private Nonprofit School Contacts.** This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

**Total Nonprofit Schools within Boundary**Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **12****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☒ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): **543**Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

**Part 2: Consultation and Services.** Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

**Participant Consultation: Development and Design Phase Consultation Methods**

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:    # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:    # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:    # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:    # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:    # of teachers:			Activity #5 end date

**Part 5: Differences in Program Benefits Provided to Public and Private Schools****NOT APPLICABLE – no private nonprofit schools elected to participate**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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